



EVALUATION REPORT

November 2011

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Northwest Ohio Center for Excellence in STEM Education



INTRODUCTION

This report presents the evaluation findings of STEM in the Park 2011. The report begins with an overview of the event, including a description of the event participants, activity stations and evaluation methods. The report continues with a discussion of the evaluation findings, including the perceptions of the attendees and exhibitors, before concluding with recommendations for future STEM in the Park events.

For any annual event such as STEM in the Park, it is important to monitor and reflect upon the changes in the implementation and impact of the event from year to year, in order to better plan for future events. Therefore, the changes in the implementation of STEM in the Park from 2010 to 2011 are explicitly documented in this report. In addition, when all possible, the evaluation findings from the 2011 event are compared to the findings from 2010.

AN OVERVIEW OF STEM IN THE PARK 2011

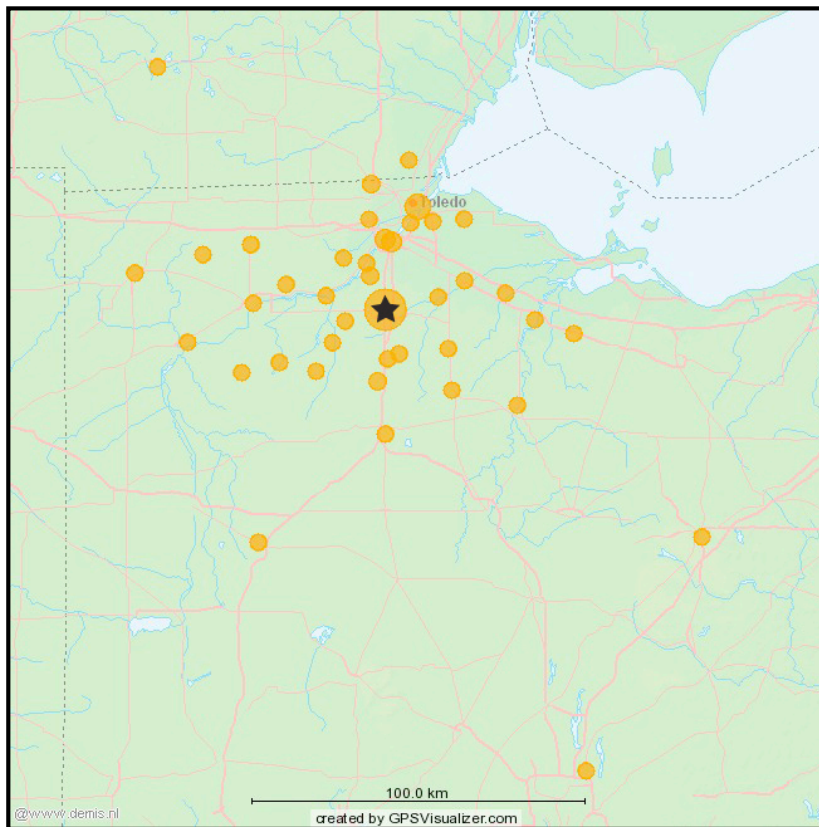
STEM (Science, Technology, Engineering, and Mathematics) in the Park is a free community event coordinated by the Northwest Ohio Center for Excellence in STEM Education (NWO), featuring interactive STEM activities facilitated by higher education institutions, K-12 educational agencies, community non-profit organizations, and local businesses. STEM in the Park 2011 was sponsored by Time Warner Cable, BP-Husky Refining, The Andersons, Coca-Cola, Tony Packos, and Bowling Green State University (See Appendix A for the STEM in the Park 2011 postcard). The event was held on Saturday September 10, 2011 from 10 A.M. to 1 P.M. at Bowling Green State University (BGSU) in the Perry Field House (see Appendix B for a map of the event).

Upon their arrival at STEM in the Park, attendees completed a registration card and collected meal tickets and a registration bag that included a map of the event and materials for a hands-on STEM activity to do at home. During the event, the attendees had the opportunity to visit 49 interactive STEM activity stations, many of which provided supplementary take-home activity cards. Free popcorn was provided during the event, and a free lunch was provided by Tony Packo's.

WHO ATTENDED STEM IN THE PARK?

Attendees at STEM in the Park 2011 (who completed the evaluation survey) came from sixteen different counties in Northwest Ohio and Southeast Michigan. Most of the attendees were from Bowling Green and the Greater Toledo Area, but the event also attracted families from other cities and towns in Northwest Ohio and Southeast Michigan, including North Baltimore, Haskins, and Lima in Ohio and Temperance and Jerome in Michigan. The figure below illustrates the locations from which attendees traveled to STEM in the Park. It likely that attendees came from more locations than shown in the map, but geographic information was only collected from attendees who completed the evaluation survey, which is about half of the attendees. The event staff might consider collecting this information from all attendees at future events, in order to have a more complete knowledge of the geographic distribution of attendees.

Geographic distribution of STEM in the Park 2011 attendees



★ STEM in the Park

Note: The size of a circle represents the number of attendees from a particular location

A total of 1,711 people (including staff and exhibitors) attended STEM in the Park 2011, which is 97 more than the total attendance for STEM in the Park 2010. The difference comes entirely from the increase in exhibitors and volunteers at the 2011 event; 126 more volunteers and exhibitors attended the 2011 event. The number of attendees (non-staff and exhibitors) at the 2011 event was almost the same as the 2010 event; 29 fewer attendees came to the 2011 event. The table below displays the attendance information for the 2010 and 2011 events.

STEM in the Park Attendance for 2010 and 2011

STEM in the Park Participants	2011	2010
Adults	617	620
Children 0-2 yrs.	103	96
Children 3-5 yrs.	181	201
Children 6-10 yrs.	355	339
Children 11-13 yrs.	95	118
Children 14-18 yrs.	25	31
Total Children (0-18 yrs.)	759	785
Total Attendees	1,376	1,405
Volunteers/Staff	65	32
Exhibitors	270	177
Total Staff and Exhibitors	335	209
Total Attendance	1,711	1,614

The increase in the number of exhibitors and volunteers is attributable to the preparation of the event staff and exhibitors for the 2011 event. NWO coordinated and implemented STEM in the Park for the first time in 2010. Based on their experience and the 2010 evaluation findings, they decided that more volunteers were needed to adequately execute the event. Therefore, more volunteers were recruited for STEM in the Park 2011. Likewise, many of the exhibitors at STEM in the Park 2011 also participated in 2010. Their previous experience with STEM in the Park allowed them to better estimate the number of people that would likely visit their activity station at the event. As a result, many of these exhibitors brought more personnel to STEM in the Park 2011. The slight decrease in the

number of attendees might be attributed to the poor weather conditions on the day of the event. STEM in the Park was to be held outside, but poor weather forced the staff to move the event indoors. As a result, some people who may have otherwise attended did not attend STEM in the Park 2011.

Not surprisingly, almost all of the attendees came to STEM in the Park with children (either their own children, grandchildren, or children that were not their own). Most groups attending STEM in the Park consisted of either one or two adults and one or two children, but according to the registration data, a typical group¹ consisted of one adult and two children. Furthermore, the evaluation data indicate that most children who attended STEM in the Park were White and belonged to families who earned between \$50,000 and \$100,000 per year. The demographic information for the attendees who completed the evaluation survey and their children is presented in the table below.

Demographic Information for STEM in the Park Survey Respondents

Demographic Variable	Values	# (%)
Gender of Attending Children	Female	196 (47%)
	Male	222 (53%)
Racial Identity of Attending Children	White, non-Hispanic	334 (85%)
	Black, non-Hispanic	16 (4%)
	Hispanic	4 (1%)
	Asian/Pacific Islander	5 (1%)
	Middle Eastern	6 (1.5%)
	American Indian/Native Alaskan	2 (0.5%)
	Multiracial	25 (6%)
Annual Household Income	Less than \$20,000	4 (2%)
	\$20,000 to \$34,999	14 (9%)
	\$35,000 to \$49,999	20 (13%)
	\$50,000 to \$74,999	42 (27%)
	\$75,000 to \$100,000	48 (30%)
	More than \$100,000	30 (19%)

¹ The typical group was characterized by identifying the number of adults and the number of children that were counted in a majority of the attending groups.

The following table outlines the ways in which attendees learned about STEM in the Park 2011. Most of the attendees learned about the event via an e-mail from NWO or from a friend or family member. Those who selected “other” learned about the event via several different sources, including the Girl Scouts, Facebook, homeschooling resources (e.g., website, newsletter), and several STEM in the Park community partners such as Imagination Station and community libraries.

Methods by which attendees learned about STEM in the Park 2011

Method	Number of Attendees	Percentage of Attendees
Postcard	22	13.1%
Flyer	20	11.9%
A friend or family member	46	27.4%
Ad in Toledo Area Parent Magazine	5	3.0%
E-mail from NWO	57	33.9%
Other	45	26.8%

Note: n=168

WHAT KINDS OF ACTIVITIES WERE DONE AT STEM IN THE PARK 2011?

STEM in the Park 2011 featured 49 STEM activity stations that were facilitated by local exhibitors from private businesses, non-profit organizations, K-12 institutions, and institutions of higher education. Most stations included hands-on activities and games, and provided attendees with opportunities to observe and interact with several kinds artifacts, animals, animal coverings, earth materials, and technology. Almost half (41% or 20 stations) of the stations included make-and-take activities that resulted in products attendees could take with them. Some of the make-and-take products included a soda bottle terrarium, “flubber”, ice cream, muskets (made from paper and gum balls), and hand-dipped candles. In addition, almost half (43% or 21 stations) of the stations provided attendees with take home activity cards, which could also be accessed online after the event (at <http://cosmos.bgsu.edu/STEMinPark/activitycards.htm>).

HOW WAS STEM IN THE PARK 2011 EVALUATED?

Two online surveys – one for attendees, and another for exhibitors – were used to evaluate STEM in the Park 2011. The Public Perceptions of STEM in the Park survey included several questions regarding the attendees’ perceptions of the event. An announcement about the evaluation survey was included on the attendees’ map of the event. In addition, an e-mail containing a link to the survey was sent to the 367 adult attendees who provided an e-mail address when registering for STEM in the Park. As an incentive for completing the survey, attendees were entered into a raffle to win a one-year membership to the Imagination Station, Sauder Village, the Toledo Zoo, or Fort Meigs. A total of 170 responses were collected for the attendee survey, resulting in a response rate of 46%.

The Exhibitor Perceptions of STEM in the Park survey included several questions regarding the exhibitors’ perceptions of the event, including their perceptions of the attendees’ (both children and adult) engagement in the event activities. An e-mail containing a link to the online survey was sent to 60 exhibitors the week following the event. A total of 31 responses were collected for the exhibitor survey, resulting in a response rate of 52%.

WHAT CHANGES WERE MADE FOR THE 2011 EVENT?

Several changes were made in the preparation and implementation of STEM in the Park 2011 as a result of the experiences and evaluation findings from the 2010 event. The changes are outlined below:

1. More volunteers were recruited for the 2011 event (as described above). Volunteers were assigned particular tasks (e.g., exhibitor assistance, registration, lunch area organization and maintenance) and worked a specific shift during the event.
2. Attendees were given a map of the event to assist them in finding certain activities. (See Appendix B). The activity stations were placed into one of five zones that were each designated a particular color (indicated by table cloths and balloons). The attendees could then use the map to locate particular activity stations.
3. The lunch area was reorganized into two lines in order to decrease the wait time for food.

- The event was held indoors at the Perry Field House at BGSU instead of outside the BGSU Student Union. This change was strictly due to weather conditions; the staff planned for the event to be held outside.

EVALUATION FINDINGS

This section of the report summarizes the results of the attendee and exhibitor surveys. Response patterns are illustrated for each closed-ended item, and common themes with illustrative quotes are provided for the open-ended items.

ATTENDEES' PERCEPTIONS OF STEM IN THE PARK

Like the 2010 event, most of the attendees reported staying at STEM in the Park 2011 for two hours and visiting 11 to 20 activity stations. However, the survey response patterns (see the table below) indicate that attendees generally stayed longer and visited more activity stations at STEM in the Park 2011 than at STEM in the Park 2010.

Attendees' length of stay and activity visitation at STEM in the Park 2010 and 2011

Survey Item	Answer Choices	Percentage of Responses from 2010	Percentage of Responses from 2011
How long did your family stay at STEM in the Park?	Less than 1 hour	1.2 %	1.2%
	1 hour	8.2%	10.6%
	2 hours	58.5%	46.5%
	3 hours	32.2%	41.8%
About how many stations did your family visit?	10 or less	15.9%	12.9%
	11 to 20	50.0%	37.1%
	21 to 30	24.7%	33.5%
	More than 30	9.4%	16.5%

In response to the question, “What were your family’s favorite activity stations?” attendees listed an average of three different activity stations, with some attendees listing only one station and others listing more than five different stations. All but four of the forty-nine activity stations were listed by at least one attendee, and several attendees wrote that they liked all of the activity stations. This finding indicates that the activity stations were high in quality and appealed to the preferences of many different people. Indeed, several attendees provided comments on the evaluation survey that demonstrated their satisfaction with the variety of activities at STEM in the Park. Two attendees wrote:

Fantastic day! We brought five children ranging in age from three to nine. No problem, there was something for everyone.

My 4 children of varying ages all enjoyed the activities ... something for everyone!! It was our first time to attend and we will be returning!

The favorite activities listed by the attendees on the evaluation survey were tallied, and the most commonly listed activity stations (those given by at least 10% of respondents) are displayed in the table on the following page. Notably, five of the nine most favorite activities from the 2011 event were also favorite activities from the 2010 event. The popularity of these activities is likely to continue in the future, and thus it is recommended that all or most of these “favorite activities” be present at future STEM in the Park events.

Attendees' favorite activity stations at STEM in the Park 2011

Activity (Provider)	# of Times Mentioned	% of Survey Respondents Who Mentioned the Activity
Snakes and Reptiles (BGSU Dept. of Biological Sciences – Herpetology Lab)	69	41%
Bubbles and Surface Tension (BGSU Dept. of Physics and Astronomy)	46	27%
Ice Cream in a Bag (BGSU Dept. of Chemistry)	43	25%
Blast Off with “Pop Rockets” (Challenger Learning Center of Lucas County)	40	23%
“Animals” (Various)*	32	19%
High Five (Wood County Hospital)	21	12%
Fun with Flubber (Imagination Station)	21	12%
See How it GROWS! (BGSU School of Teaching and Learning: Middle Childhood Program)	19	11%
Instant Worms (BGSU School of Teaching and Learning: AYA Program)	18	11%

* There were three different stations involving live animals, and because these respondents did not specify which of the “animal” stations was their favorite, they are all grouped together here.

Note: The highlighted activities were also favorite activities from the 2010 event

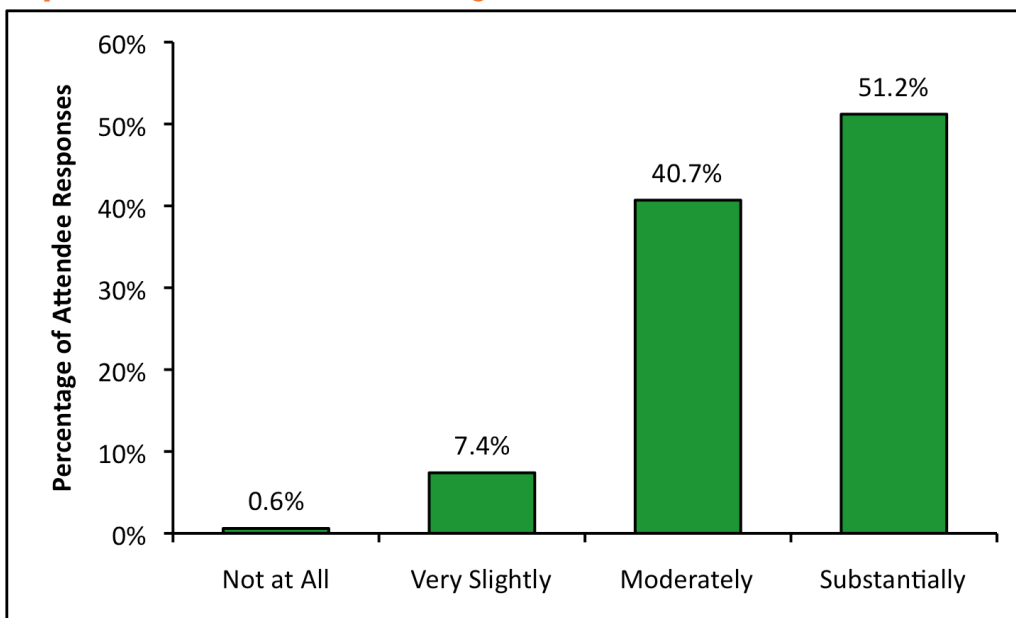
The activity stations at STEM in the Park are intended to be as interactive and engaging as possible in order to increase interest in and knowledge about STEM topics. The attendees' survey responses indicate that the activity stations were effective in engaging the children who attended STEM in the Park. Most of the attendees (86%) reported that their children were *substantially* engaged with the STEM in the Park activities, and 10% perceived their children to be *moderately* engaged with the activities. Furthermore, 84% of the exhibitors who completed the evaluation survey (n=31) reported that the children who visited their activity station were *substantially* engaged. Several of the attendees' written responses corroborate these findings. Two attendees' wrote:

At the beginning of the day, my pre-teen daughter wasn't that interested in going to STEM in the Park. However, after 20 minutes of being there, she responded enthusiastically and with a smile that she loved being there and couldn't wait to see everything. Where else could she dissect an owl pellet? Or have my son search for fossils?

LOVE the event! The hands-on activities provide kids with excellent learning opportunities!

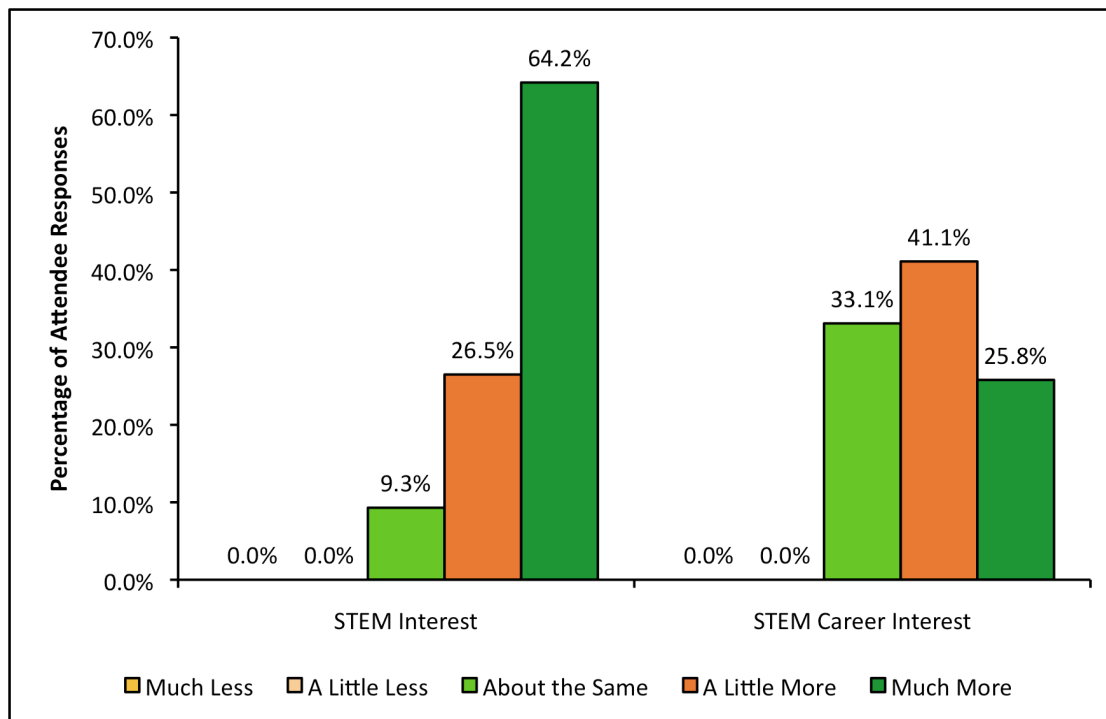
The findings from the attendee evaluation survey demonstrate that the STEM in the Park activities were effective in improving children's attitudes toward and knowledge about STEM topics. Most attendees believed that STEM in the Park *substantially* increased their children's knowledge of STEM, and that their children were *much more* interested in STEM after attending STEM in the Park. Attendees also perceived that STEM in the Park maintained or increased their children's interest in pursuing a career in STEM. The figures below illustrate the attendees' response patterns regarding their perceptions of how STEM in the Park improved their children's interest in and knowledge about STEM.

Attendees' perceptions regarding the extent to which STEM in the Park improved their children's knowledge about STEM



Note: n=162; attendees who selected "this does not apply to me" were not included in the calculations

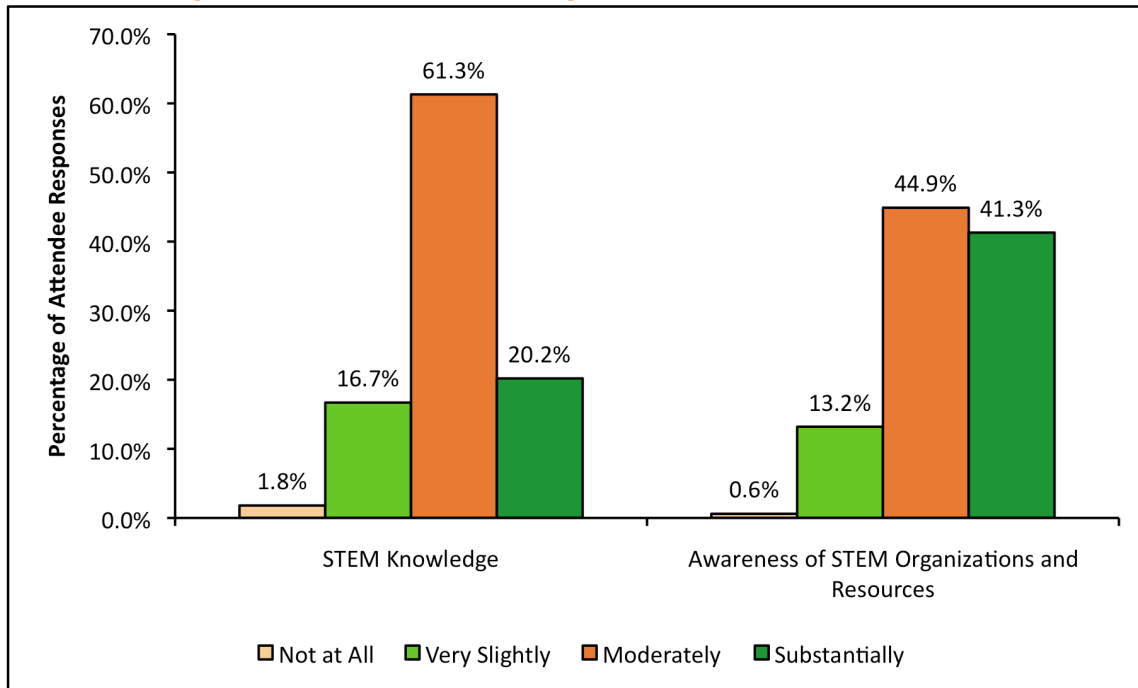
Attendees' perceptions regarding the extent to which STEM in the Park improved their children's interest about STEM and STEM careers



Note: n=162 for STEM Interest and n=151 for STEM Career Interest; attendees who selected “this does not apply to me” were not included in the calculations

The activities at STEM in the Park 2011 not only engaged the children who attended the event, but also the attending adults. All of the exhibitors reported that the adults who visited their activity station were either *moderately* engaged (48% of exhibitors reported this) or *substantially* engaged (52% of exhibitors reported this). The exhibitors commented the many of adults engaged in the activity by offering assistance to their children, and some adults themselves seemed interested in gaining knowledge about the STEM topics at the activity station. The survey results demonstrated that STEM in the Park was effective in improving attendees' attitudes and knowledge about STEM and STEM-related organizations in the community. Most of the attendees reported that STEM in the Park *moderately* increased their knowledge about STEM and awareness of STEM community organizations and resources. The figure below illustrates the attendees' response patterns regarding their perceptions of how STEM in the Park improved their knowledge about STEM.

Attendees' perceptions regarding the extent to which STEM in the Park improved their knowledge about STEM and STEM organizations and resources



Many of the activity stations provided take-home activity cards that were meant to sustain the attendees' engagement and interest in STEM beyond the event. The survey results indicate that the activity cards served their purposes, as a large majority the attendees (87%) reported that their family had done (or planned to do) one or more of the take home activities. The activity cards, however, were not the only means with which STEM in Park 2011 sustained engagement and interest in STEM. Some of the attendees who came to STEM in the Park were schoolteachers and homeschool providers, who applauded the interactive educational activities at the event, and mentioned learning several ideas for STEM activities to use in their lessons. Overall, as a result of attending STEM in the Park, 84% of attendees reported that their family was *a little more* (41%) or *much more* (43%) likely to do activities related to STEM. In addition, 95% reported that it is *very likely* that their family will attend STEM in the Park next year. These findings suggest that STEM in the Park was successful in improving attendees' interest in STEM and STEM-related events such as STEM in the Park. The attendees' written comments support this finding; many wrote that their family is looking forward to next year's event.

Overall, the attendees' comments were very positive. Many attendees wrote how impressive the event was, and expressed their gratitude for being able to attend a free community event with a free lunch. Many attendees also mentioned how helpful and friendly the exhibitors and volunteers were. Some of the attendees wrote:

I want to say THANK YOU for putting on such an amazing event. I'm always trying to find educational but fun activities for my kids (ages 2, 4, 6), but couldn't come up with many ideas until now. I really enjoyed the event and my kids did too.

It's hard to find free/inexpensive things to do with children and this was the jackpot! Highly recommend it!

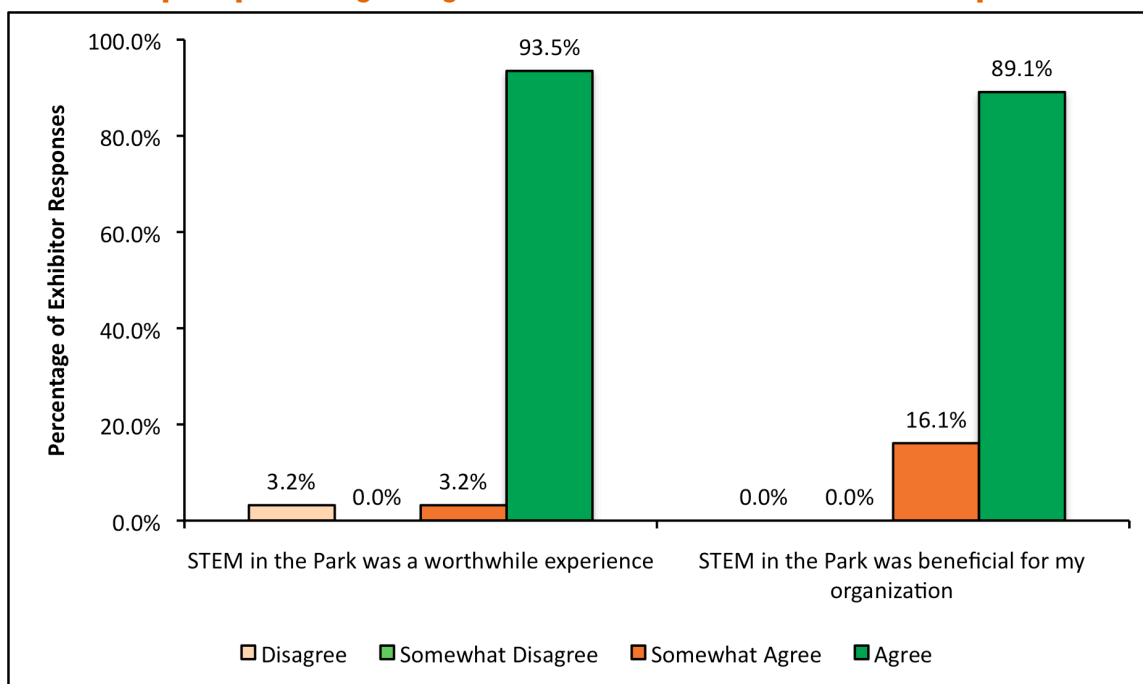
All of the volunteers/workers seemed happy to be there and were very inviting. They were so patient and helpful. I just can't say enough good things about the event.

All the presenters were enthusiastic and interested in helping the children!

EXHIBITORS' PERCEPTIONS OF STEM IN THE PARK

The 31 exhibitors who completed the survey represented non-profit organizations (n=13), private businesses (n=2), institutions of higher education (n=15), and preK-12 institutions (n=1). The first two survey items asked exhibitors to rate the value of their experience at STEM in the Park. Almost all of the exhibitors reported that STEM in the Park was a worthwhile experience, and most reported that being an exhibitor was beneficial for their organization. The figure below illustrates the exhibitors' response patterns regarding the value of their STEM in the Park experience.

Exhibitors' perceptions regarding the value of their STEM in the Park experience



Many of the exhibitors positively commented on the organization of the event and the value of the volunteers. Two of the exhibitors wrote:

First, your organization and communications were top-notch, and having volunteers to help unload and deliver to your table is PRICELESS. We do a lot of events, [and] it was refreshing to be in a room with people who really cared about STEM.

The assistance bringing things in was awesome! The student helpers were the best at any event that I can remember.

The positive experiences reported by the exhibitors were also reflected in their willingness to participate in future events. Almost all of the exhibitors said they are likely to return next year; 84% reported that it is *very likely* that they will return, and 13% reported that it is *somewhat likely* that they will return.

RECOMMENDATIONS

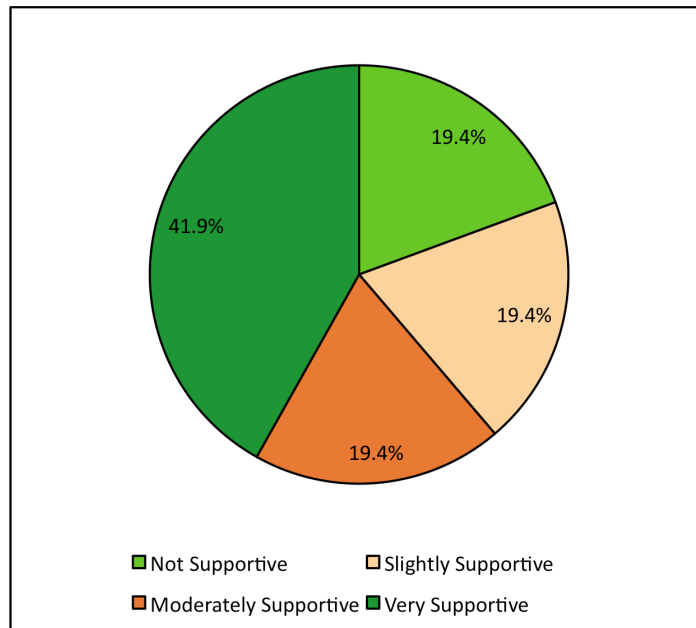
This section outlines recommendations for future STEM in the Park events based on the comments and suggestions given by the attendees and exhibitors as well as the members of the event staff.

RECOMMENDATION 1: Consider making STEM in the Park longer than three hours.

For the second year now, the most common theme throughout the attendees' written comments was a desire to make STEM in the Park longer than three hours. Many of the attendees commented that there was not enough time to participate in all of the activities at STEM in the Park, and suggested that the length of the event be extended. The attendees explained that many families have other commitments on Saturday mornings – soccer games seemed to be the most common – and therefore could not arrive at STEM in the Park until 11 AM or later. Extending the hours of STEM in the Park would better accommodate these families, and would provide more time in general for attendees to participate in the STEM activities.

Extending the hours of STEM in the Park would require more time and effort from the exhibitors, and thus considering their opinions on the matter is important in deciding whether or not to extend the length of the event. On their evaluation survey, the exhibitors were asked how supportive they would be about extending STEM in the Park from three hours to four hours. As illustrated in the figure below, most exhibitors were *very supportive* of the extension, although there were several who were *slightly* or *not supportive*. Those in favor of the time extension explained that they did not have enough time at STEM in the Park 2011 to interact with all of the attendees, and had to turn some away attendees at the end of the event. The two main concerns were that extending the time would require more personnel and student volunteers to facilitate the activity stations, and exhibitors would need to stay at the event for at least five hours, since most exhibitors arrived early to set up and stayed late to break down. Overall, however, it appears that most exhibitors would be supportive of increasing the length of the event.

Exhibitors' opinions regarding the extension of STEM in the Park from three to four hours



Note: n=31

RECOMMENDATION 2: Regardless of the weather, consider holding STEM in the Park indoors again.

STEM in the Park 2011 was held in the BGSU Perry Field House due to inclement weather. And since the 2010 event was held outdoors, the event staff took advantage of the opportunity to elicit attendee and exhibitors' perceptions about both locations. The attendees and exhibitors who participated in STEM in the Park for both years were asked to state and explain their preference regarding the event location. The figure below illustrates that almost half of the attendees and exhibitors have a preference for an indoor location, while many others do not have a preference. However, even those who did not have a preference generally offered more explanations in support of an indoor venue than an outdoor venue. The explanations in favor of an indoor venue can be organized into three themes:

1. Having the event contained indoors made it easier to find and move between activities

Both attendees and exhibitors mentioned that the “traffic flow” seemed to be smoother indoors, and that having the activities organized around the track in the Field House allowed attendees to visit more activity stations.

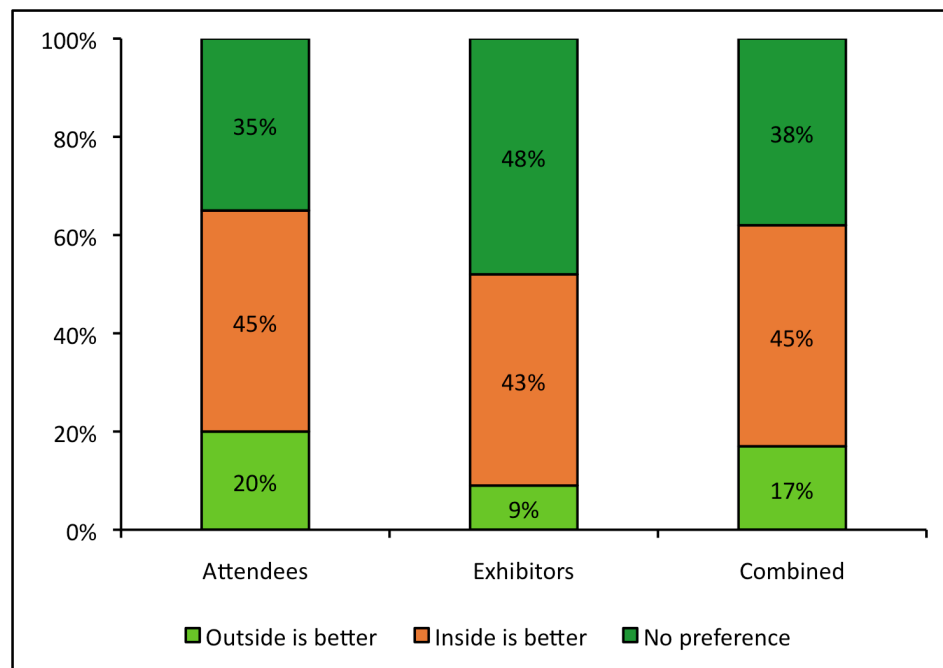
2. It was easier to keep track of children indoors

Several of the attendees mentioned that the indoor venue allowed them to better keep track of their children than did the outdoor venue.

3. Weather issues were avoided by having the event indoors

Attendees stated that the indoor venue kept them from worrying about weather issues, such as heat and humidity. Many of the exhibitors’ commented that the indoor venue provided temperature control and kept their materials and displays from being blown around by the wind. One exhibitor who brought animals mentioned that the “controlled climate allowed for me to bring different animals”.

Attendee and exhibitor preferences regarding the location of STEM in the Park



The most common responses in support of the outdoor venue was that the event was less crowded when it was held outside. Other attendees and exhibitors mentioned that it was less noisy outside, and they enjoyed the larger space provided by the outdoor venue. One potential solution may be to hold the event both indoors and outdoors, with some activity stations inside and some (perhaps the “messy” or more space intensive) activity stations outside. This would keep the event contained, but would also spread out the crowd, reduce the noise inside, and provide an outdoor space for those who want it.

RECOMMENDATION 3: Maintain the number of volunteers who worked at STEM in the Park 2011.

Many of the attendees and exhibitors commented about the helpfulness of the staff and volunteers. The exhibitors especially appreciated the extra help in setting up and maintaining their activity stations. The event staff deliberately increased the number of volunteers for the 2011 event, and the evaluation findings indicate that the extra efforts were justified. The event staff should attempt to maintain the number of volunteers for future STEM in the Park events.

The attendees and exhibitors made several other suggestions, but none were made so often to warrant a recommendation on their behalf. However, it is important that these suggestions are documented, regardless of their frequency, so the event staff can give them consideration in planning future events. The other suggestions were to:

- Include more math activity stations
- Include activity stations focused on nutrition or medical science
- Include more activities geared towards older children
- Hold STEM in the Park on a different weekend than the Black Swamp Arts Festival

**Appendix A:
STEM in the Park 2011 Postcard**

Free Family Event



Science, Technology, Engineering, and Mathematics



Saturday, Sept. 10, 2011 10 am – 1 pm at BGSU

On lawn by Student Union

FREE parking in lots A & G on Wooster or 4, 4A, & E on Thurstin

(Rain site: Perry Field House)



Visit the website for more info at www.nwocenter.org/STEMinPark

Rockets and Earthquakes and Snakes, oh my!

Join us for a family day of **hands-on fun** at Bowling Green State University (rain or shine) featuring a free lunch, take-home STEM activities, and everything from giant bubbles to giant worms. You won't want to miss it!

STEM in the Park will feature interactive displays created by university departments and community partners to engage children of all ages in science, technology, engineering, and mathematics.

While at STEM in the Park 2011 enjoy activities and information provided by:

Bowling Green State University
Bowling Green Early Childhood Center
Carolina Biological Supply Company
Challenger Learning Center of Lucas County
Educaching
E.S. Wagner Co.
Fort Meigs: Ohio's War of 1812 Battlefield
Heidelberg University
Imagination Station
Kuhlman Corporation
Lourdes College & Valentine Theater

Lucas County Soil and Water Conservation District
MVHS - Wolcott House Museum Complex
Nature's Nursery
New York Life Insurance Company
NWOET
Ohio Northern University
Owens Community College – SETGO
PNC Bank
PVS Nolwood Chemicals
Rain Garden Initiative of Toledo - Lucas County
Sauder Village

Scrap4Art
The Toledo Zoo
The University of Findlay
Toledo Area Metroparks
Toledo Botanical Garden
University of Toledo – American Chemical Society
West Side Montessori
Wood County Historical Center & Museum
Wood County Hospital
Wood County Park Service
Wood County Soil and Water Conservation District

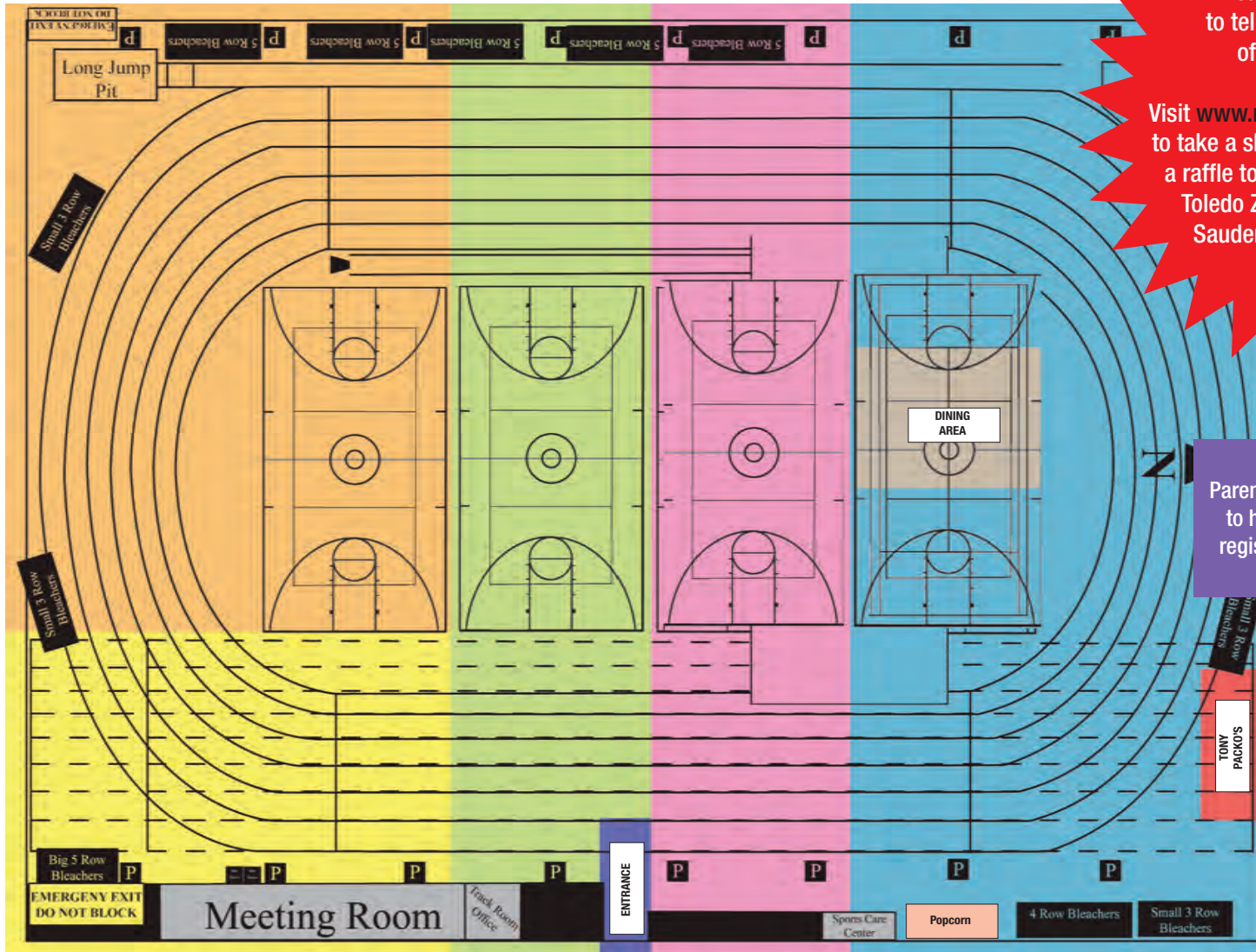
FREE Lunch catered by Tony Packo's from 11 am - 1 pm (while supplies last)

Sponsored by:



**Appendix B:
Map of STEM in the Park 2011**

2011 *STEM in the Park* Activity Stations – Perry Field House



Please take five minutes to tell us what you thought of STEM in the Park.

Visit www.research.net/steminthepark to take a short survey, be entered into a raffle to win a membership to the Toledo Zoo, Imagination Station, Sauder Village, or Fort Meigs!

Lost Children
Parent and Guardians, let children know to head to the Purple balloons in the registration area if they get separated from their group.

Exhibitor & Visitor Registration Lost Child Station, & Info.

Main Entrance

ZONE	COMPANY	ACTIVITY STATION
Yellow	BGSU Admissions Office	Discover BGSU
Yellow	BGSU Dept. of Psychology - JP Scott Center for Neuroscience and Behavior	The Ever Mysterious Brain: An Exploration of Neural Activity and Behavior
Yellow	Nature's Nursery	Mysterious Owl Pellets
Yellow	PNC Bank	The Power of Compound Interest
Yellow	Scrap 4 Art	Plant an Idea - Make your own botanical writing instrument
Green	BGSU College of Technology	Hands-on Vacuum Forming
Green	BGSU Engineering Technology	How Strong is Concrete?
Green	BGSU Learning Design Program	Fossil Fuels with Chocolate Chip Cookie Mining
Green	BGSU Visual Communication Technology	Out of the "Box": Reduce, Reuse and Recycle
Green	Carolina Biological Supply	Splitting Light with Rainbow Glasses
Green	NWOET	Art and Science of the Unseen (Digital Microscopes)
Green	Ohio Northern University	Build Your Own Robot Arm
Green	Rain Garden Initiative of Toledo-Lucas County	Rain Garden Conjunction Function
Green	Time Warner Cable	Connect A Million Minds
Green	Wood County Hospital	High Five
Blue	BGSU Child Development Center	Let's Play with Water
Blue	BGSU Dept. of Chemistry	Ice Cream in a Bag
Blue	BGSU Dept. of Mathematics and Statistics	Tangram Animals
Blue	BGSU Dept. of Physics and Astronomy	Bubbles and Surface Tension
Blue	BGSU School of Teaching and Learning: AYA Program	Instant Worms
Blue	BGSU School of Teaching and Learning: Early Childhood Program	The science of sound
Blue	Bowling Green Early Childhood Learning Center	Fun Sand
Blue	Challenger Learning Center of Lucas County	Blast Off with "Pop Rockets"
Blue	Heidelberg University	Digging up the Past - Fun with Archaeology
Blue	Imagination Station	Fun with Flubber
Blue	Maumee Valley Historical Society - Wolcott House	The Science of Candle Dipping
Blue	New York Life Insurance Company of Bowling Green	Fingerprints
Blue	PVS Nolwood Chemicals	You Be The Chemist
Blue	The Toledo Zoo	Animal Adaptations
Blue	University of Toledo - ACS	Water Quality Testing and More Chemistry
Blue	Wood County Soil and Water Conservation District	Meet SK Worm
Orange	BGSU School of Earth, Environment and Society	Shake, Rattle, and Roll: Where not to be in an Earthquake
Orange	BGSU Department of Geology	Fun with Fossils
Orange	BGSU School of Teaching and Learning: Middle Childhood Program	See How It GROWS!
Orange	Penta Career Center Green Energy Management Program	Emerging Green Technology
Orange	Sauder Village	Keep on Rolling: Hoop Rolling: The Science of Old Fashioned Games
Orange	Toledo Area Metroparks	What's Your Habitat?
Orange	West Side Montessori	Lazy Coins and Rocket Balloons
Orange	Wood County Historical Center & Museum	Paper Airplane Science
Magenta	BGSU Dept. of Biological Sciences - Herp Lab	Snakes and Reptiles
Magenta	BGSU Dept. of Biological Sciences - Marine Lab	Marine Lab Touch Tanks
Magenta	Fort Meigs: Ohio's War of 1812 Battlefield	Hands-on Math and Military Science
Magenta	Girl Scouts of Western Ohio	Have Fun Going Green!
Magenta	Lourdes University Life Lab	Insect Life Cycles
Magenta	Lourdes Theater Vision & Valentine Theatre	Season 26 of the Educational Theater Series
Magenta	Toledo Botanical Garden	The Wild Adventures of a Water Droplet!
Magenta	University of Findlay	Deep Sea Critters
Magenta	Wood County Park District	Macro Invertebrate Mania